

THE DIFFERENCES BETWEEN THE LEADERSHIP STYLES
OF
MALE AND FEMALE PUBLIC SCHOOL PRINCIPALS
AND
THE RELATIONSHIP TO TEACHERS' PERCEPTIONS OF
EFFECTIVENESS

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

BY
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DEPARTMENT OF EDUCATIONAL LEADERSHIP

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ABSTRACT

EDUCATIONAL LEADERSHIP

HORNE, MURIEL T.

B. S. TENNESSEE STATE UNIVERSITY

M. Ed. MEMPHIS STATE UNIVERSITY

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Advisor: Dr. Null Tucker

Dissertation dated July, 1997

This study investigated the leadership styles of male and female principals and the relationship to the teachers' perceptions of effectiveness. The study also investigated four categories of leadership style: Laissez Faire, Democratic-Cooperative, Autocratic-Submissive, and Autocratic-Aggressive, and how these styles impact the teachers' perceptions of the principals' effectiveness.

Two questionnaires were administered to gather data from teachers and principals in the Fulton County School System, a large urban system in metropolitan Atlanta, Georgia. The Leadership Ability Evaluation (LAE) was completed by principals to determine their leadership style, and the Instructional Leadership Evaluation and Development Program (ILEAD) was completed by the teachers

to determine their perceptions of the principals' effectiveness.

The findings of this study determined that there is no significant difference between the leadership styles of male and female principals. The findings also suggests that there is a relationship between the principals' leadership style and the teachers' perceptions of effectiveness, however the relationship is not significant. Finally, the findings indicated that when gender is compared to leadership style and teachers' perceptions of effectiveness there was no significant relationship.

The study is significant because not only does it add to the body of literature, but it also shows that leadership style is a greater determinant of teachers' perceptions effectiveness than gender. The findings of this study may also be used as a catalyst to encourage the placement of more females in leadership positions in order to make the percentage of female principals more consistent with the percentage of female teachers.

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CHAPTER I

INTRODUCTION

Leadership is a concept that has been studied from the beginning of history. Today researchers still seek a comprehensive definition of leadership. After a careful review of the literature Warren Bennis concluded, "Always, it seems, the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity" (Forsythe, 1986, p. 118). There are almost as many definitions for leadership as there are writers on the subject. Educators tend to think of leadership as taking action and getting results. "Real" leadership is seen as a rare and wonderful capacity to take charge and get things done in the face of complexity and trying circumstances (Mitchell and Tucker, 1992).

A comprehensive definition of leadership would suggest that a leader influences others towards the achievement of organizational goals and objectives. This definition of leadership has two components. Leadership involves a relationship between two or more people in

which influence and power are unevenly distributed.

However, people cannot be coerced into behaving a certain way. Followers must consent to being influenced.

Secondly, a leader does not exist in isolation. A leader must have followers and operate within an organization.

The study of leadership has shifted over the decades. The heavy emphasis on the "scientific" study of leadership since the late 1940s, led to a study of related interpersonal dynamics and contextual factors. Basically, the study of leadership has shifted from a personal/historical perspective to a number of disciplinary views. This transition moved from the psychological to the sociological and political, and more recently to interdisciplinary perspectives on leadership (Boyan, 1988).

When the conclusions in the literature are compiled, characteristics of effective leadership include: organizational management skills, mutual trust and respect, power to establish effective two-way communication with subordinates based on understanding, ability to establish rapport and working relationships. Hoy and Miskel (1987) included intelligence, dominance, self-confidence, energy or activity, and task relevant knowledge as desirable leadership traits.

For over thirty years researchers have given a great deal of attention to whether males and females differ in their leadership styles. Researchers study this subject in an attempt to understand why so few women hold leadership positions in education (Eagly, Karau, and Johnson, 1992).

Although leadership has been studied since ancient times, not until recently did these studies include women. The "Great Man" theory of leadership was one of the earliest. According to this theory, leaders are born into their roles. Research focused on attempts to define the qualities or personality traits which were part of a leader's inheritance, distinguishing him from others (Stogdill, 1974). As the title of the theory would suggest, one of the traits is being a man.

The most frequently cited characteristics of leadership are not gender specific. Though women possess many of the same leadership traits as men and dominate the teaching profession, why are women not equally represented in administrative positions? Female leaders are inclined to perform their administrative roles in a style that is different from their male counterparts.

Female leaders are often as or more effective than male leaders. Despite their effectiveness, women often face barriers in the selection process (Eagly, Karau, and Johnson, 1992).

Purpose of the Study

The purpose of the study was to determine the differences in the leadership styles of male and female principals and the relationship to the teachers' perceptions of effectiveness. The study investigated how certain aspects of leadership style: Laissez Faire, Democratic-Cooperative, Autocratic-Submissive, and Autocratic-Aggressive, as measured by the Leadership Ability Evaluation (LAE) impact how effective the teacher perceives the principal to be, as measured by the Instructional Leadership Evaluation and Development Program (ILEAD).

Background of the Problem

It is interesting that none of the characteristics listed as essential for effective leadership are gender specific. Although women dominate the teaching profession, males dominate in administrative positions. In 1996 only twenty six percent of the principalships and assistant principalships were held by women (The American

School Board Journal, 1996). While this number has increased, it is still not in keeping with the fact that 73 percent of teachers are female. The career paths of males and females also differ tremendously. Men who enter administration typically decide to do so early in their careers, start and complete graduate school in their thirties and usually have approximately six years of teaching experience. In contrast, women did not consider administration until after completing their Master's degrees. Women usually enter and complete graduate school in their forties or fifties. Women tend to hold positions in the lower level of central office administration and as elementary school principals (DeMarrais and LeCompte, 1995).

Research indicates that the ability of female principals to work with teachers and students to facilitate pupil participation, to evaluate learning, and to gain positive reaction from teachers and supervisors is greater than that of male principals (Fraser and Fraser, 1979). The research findings about desirable leadership skills of principals is not consistent with the number of female principals appointed. It is possible that the numbers of female principals are not consistent with the number of women in the profession

because of the perceptions that teachers have regarding the effectiveness of male versus female principals. The leadership position of principal was the focus of this study. The principalship is generally considered an entree into both line and staff leadership positions within a school system.

Statement of the Problem

The percentage of female administrators is not proportionate to the percentage of female teachers in the educational profession. Females display many of the attributes of successful administrators and should be more proportionally represented in the area of educational administration. Women in administrative positions have been shown to be democratic and considerate when dealing with their teaching staffs. Female administrators are often more concerned with instructional improvement than their male counterparts. In the Fulton County School System, 60 percent of the principals are female in comparison with the 82 percent of female teachers. This is above the national average of 26 percent of principalship and assistant principalships being female while 73 percent of the

teachers are female. Acknowledging supporting evidence that there is an imbalance is the first step in seeking solutions to this problem.

Significance of the Study

This study is significant because it may show that gender inequities exist in hiring practices. It is equally important to recognize that female principals possess a positive combination of leadership styles and thus should be perceived by teachers as being effective. If teachers have negative perceptions, they may perpetuate negative stereotypes within society and may make school reform more difficult. The findings of this study may be helpful to personnel administrators in making equitable administrative appointments. This study is also significant because it adds to the body of literature on both gender and effective school leadership.

Research Questions

This study investigated the perceptions teachers have about principals. The following research questions were investigated:

1. Is there a difference in male and female leadership styles of principals?
2. Is there a relationship between the leadership style of the principal and the teachers' perceptions of effectiveness?
3. Is there a difference between the male leadership style of principals and the relationship to the teachers' perceptions of effectiveness and the female leadership style of principals and the relationship to the teachers' perceptions of effectiveness?

The principals' leadership style was determined by the Leadership Ability Evaluation (LAE). The Instructional Leadership Evaluation and Development Program (ILEAD) was used to determine the teachers' perceptions of effectiveness.

Summary

This study was conceived after a review of the literature that suggests that female public school principals possess many of the behaviors and characteristics necessary to engage in the contemporary ideas for reform, such as site based management, teacher empowerment, and a more humanistic approach to

management. The literature suggests that female principals have a tendency to be more democratic and considerate and tend to treat teachers as colleagues, looking to them for advice in decision making.

This study investigated the differences in the leadership styles of male and female public school principals. The study investigated the relationship of leadership style: Laissez Faire, Autocratic-Submissive, Autocratic-Aggressive and Democratic-Cooperative, to the teachers' perceptions of effectiveness in the areas of instructional leadership, creation of satisfaction and commitment, and instructional climate.

In Chapter 2, literature related to the research topic is presented. The review of the literature is divided into three parts, a survey of leadership studies and theory, effective leadership, and a history of women in education.

CHAPTER II

REVIEW OF LITERATURE

In order to investigate leadership styles of principals and teacher perceptions of their effectiveness the review of literature is divided into three parts. The first section deals with a survey of leadership studies and theory. The second section includes a discussion of the literature on effective leadership. Finally, the third section describes both the history of women in education and the barriers that stand in their way when they seek administrative positions.

Leadership Studies and Theory

Prior to 1945, many of the studies of leadership were devoted primarily to the identification of traits or qualities of leaders. These studies were based in part on the assumption that human beings could be divided into leaders and followers. Efforts were made to describe leadership based on the qualities that the leader possessed. These efforts date back to the 1841 essay on heroes by Carlyle and the 1879 study of hereditary

backgrounds of great men by Galton (Stogill, 1974). The study of leadership has moved from the "Great Man" theory to the exploration of traits, styles, behaviors, and situations or contingencies. Certain attributes were thought to differentiate leaders from followers. Several researchers attempted to synthesize the diverse research on leadership traits, but traits studies have yielded conflicting results.

During the late 1940s and 1950s there were several important studies published that ended the speculation about leadership traits. These studies concluded that while certain traits showed a consistent relationship with leadership status, the relationships were not significant. In 1948, Stogdill reviewed 124 trait studies. He found positive evidence from 15 of the studies that:

The average person occupying a position of leadership exceeds the average members of his group in the following respects: (1) capacity (intelligence, alertness, verbal facility), (2) achievement (scholarship, knowledge), (3) responsibility (dependability, initiative, persistence), (4) participation (activity, sociability, cooperation),

(5) status (socioeconomic position, popularity), and (6) situation (needs and interests of followers), (Stogdill, 1974, p. 63). Stogdill engaged in further study and found evidence that: A person does not become a leader by virtue of some combination of traits, but the personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers (Stogdill, 1974, p. 64).

In contrast, the study of leadership turned in another direction. The study concentrated on what the leader does, his or her leadership behavior or style. The first major research study which categorized leaders according to behavior was by Lewin and Lippitt (Stogdill, 1974). Research in the late thirties and forties defined authoritarian and democratic styles of leadership. The authoritarian leader determined all policy for the group, dictated methods and stages for goal attainment and directed the actions and interactions of group members. The democratic leader encouraged group members to determine their own policies, explained all methods and stages of task accomplishment in advance and allowed group members to initiate their own actions and interactions. In later studies Lippitt and White added

the laissez-faire style which was characterized by complete freedom of action of group members and a lack of evaluation by the leader (Stogdill, 1974). This approach did not consider the effects of the leadership situation.

In the 1950s the focus of much leadership research shifted from the individual to the group that the leader leads. This approach was called the situational approach. Researchers using the situational approach to study leadership tended to view leadership as a process of interaction between group members. One of the strongest proponents of this approach was John Hemphill, who stressed the importance of considering the needs of the group in specific situations. Though adding additional insights into the complex nature of leadership and its relationship to groups, the situational approach could not supply the broad theoretical base necessary for developing a comprehensive theory of leadership (Stogdill, 1974). Results from the situational approach were unsatisfactory because the interactive effects of the individual and the situation were overlooked (Stogdill, 1974).

In contrast to the trait and situational approaches, theorists during the 1950s and 1960s shifted their attention to the interactive effects of the individual

and the situation, which led to a behavioral approach to leadership (Stogdill, 1974). Building upon the earlier work of Lippitt and Lewin, the behavioral approach placed an emphasis on the description of leader behaviors. One dimension focused on getting the job done. The behavioral approach differed from previous approaches in that it viewed leadership as being neither an innate individual trait nor a function of the group situation. While recognizing that both personal traits and the situation influence leadership, behavioral researchers claim that neither is a cause of leadership. They focus instead on the observed behavior of the individual in specified situations. The beginnings of this approach can be traced to the Ohio State University Leadership Studies. In contrast to the description of individual traits or the interaction of the individual and the situation, leader behavior was viewed as a concept more concrete and objectively measurable.

The Ohio State Leadership Studies were organized in 1945 by the Bureau of Business Research at Ohio State University. The Ohio State Leadership studies represented an interdisciplinary undertaking. The major contributors were psychologists, sociologists and economists. The principal objectives were to test

hypotheses concerning the situational determination of leader behavior. It was hypothesized that performance in a position of leadership is determined by the demands of the position. The research was directed by Ralph Stogdill and Carroll L. Shartle. The study attempted to identify various dimensions of leader behavior. Shartle had a background in the study of job requirements and job performance. The researchers in the Ohio State Leadership Studies wanted to apply this background to the study of leaders.

The research attempted to determine leader behaviors that were important for the attainment of group and organizational goals. Specifically, researchers sought to answer the following questions: What types of behavior do leaders display? What effect do these leader behaviors have on work-group performance and satisfaction (Lunenburg and Ornstein, 1991)? When the Ohio State leadership studies were initiated, there were also no satisfactory definitions of leadership. In spite of the lack of a satisfactory definition, researchers decided that leadership should not be synonymous with good leadership. This distinction has an important bearing on the criterion problem and on the design of leadership

studies in general. When research is designed around the implicit assumption that only good leadership is leadership, the experimental variable is diminished and so is the criterion. Researchers decided to study leadership, whether effective or ineffective (Coons, 1957).

A comparably important decision involved the nature and priority of the criterion of effectiveness. Researchers decided that description and evaluation should be conducted as separate research and that description should precede evaluation. This was different from the traditional way of conducting a leadership study. If progress was to be made, it seemed necessary to learn something about the nature of leadership before trying to predict it.

Taking into consideration the shortcomings of the leadership personality trait studies, the Ohio State Leadership Studies decided to describe the individual's behavior while he acted as leader of a group or organization. This decision was validated when J.K. Hemphill joined the Ohio State Leadership Studies in 1949. Hemphill and associates developed a list of about 1,800 items that describe the different aspects of leader

behavior which confirmed the decision to include leader behavior. There were 150 items which were agreed upon as sub-scales for assigning an item. These items were used to develop the first Leader Behavior Description Questionnaire (LBDQ). Since an interdisciplinary approach was used, it was not necessary that all projects used the same methods. In actual practice in the Ohio State Leadership Studies, description and evaluation were often carried out simultaneously, but it was considered important to separate them both theoretically and procedurally.

Several factor analytic studies of item intercorrelations produced two factors identified as Consideration Structure and Initiation of Structure in interaction (Stogdill, 1974). The Consideration factor describes the extent to which a leader exhibits concern for the welfare of the other members of the group. The behavior is indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff. The considerate leader expresses appreciation for good work, stresses the importance of job satisfaction, maintains and strengthens the self-esteem of subordinates by treating them as

equals. This leader also makes special efforts to help subordinates feel at ease, is easy to approach, puts subordinates' suggestions into operation, and obtains subordinates' approval on important matters before going ahead (Bass, 1990).

Effective Leadership

Leadership is a topic that has fascinated mankind for decades. Over the years, efforts to formulate principles of leadership spread from the study of history and the philosophy associated with it to all the developing social sciences. In modern times there continues to be a search for generalizations about leadership. Research on leadership has produced a number of conflicting findings. Leadership practices should be based on valid experimental findings.

Warren Bennis and Burt Nanus reviewed over 1,000 studies and pointed out that the research produced over 350 definitions of effective leadership, with no one clear and unequivocal explanation of what separates leaders from non-leaders (Lunenburg and Ornstein, 1991). However, studies that examine people in comparable situations reveal certain traits that differentiate between more and less effective leaders. Instead of

comparing leaders and non-leaders as researchers did in the past, researchers today are comparing the actions of more and less effective people in leadership positions. This procedure is more difficult because effective leadership is difficult to define. In leadership studies it is difficult to even get consensus as to what the group involved believes is effective leadership. Leadership studies have produced a list of traits and skills associated with successful leaders. Effective leadership traits include: adaptable to situations, intelligent, alert to social environment, ambitious and achievement oriented, assertive, cooperative, decisive, dependable, dominant (desire to influence others), energetic (high activity level), persistent, self-confident, tolerant of stress, and willing to assume responsibility. Attributes that effective leaders display include: intelligence, conceptual skills, creativity, diplomacy and tactfulness, knowledge of group tasks, fluent in speaking, organized, persuasive and socially skilled (Lunenburg and Ornstein, 1991).

In comparison, researchers have also determined that good leaders can succeed in most organizations. The

following are "Key Traits of Super Leaders". They are specific traits that distinguish outstanding leaders from the rest. They are based on the views of John Gardner, former Secretary of the Department of Health, Education and Welfare (Lunenburg and Ornstein, 1991, p. 127).

*Physical Vitality and Stamina.

*Intelligence and Judgment-in-Action. Judgment is the ability to combine hard data, questionable data, and intuitive guesses to arrive at a conclusion that events prove to be correct. Judgment-in-Action includes effective problem solving, the design of strategies, the setting of priorities, and intuitive and rational judgments. Most important, perhaps, it includes the capacity to appraise the potentialities of co-workers (and opponents).

* Willingness (Eagerness) to Accept Responsibility.

* Task Competence. Top level leaders cannot hope to have competence in more than a few of the matters under their jurisdiction, but they must have knowledge of the whole system over which they preside, its mission, and the environment in which it functions.

* Understanding of Followers/Constituents and their needs.

* Skill in dealing with people.

* Need to achieve.

* Capacity to motivate. More than any other attribute, this is close to the heart of the popular conception of leadership: the capacity to move people to action, to communicate persuasively, and to strengthen the confidence of followers.

* Courage, Resolution, and Steadiness. Clearly, a leader needs courage, not just bravery of the moment but courage over time, not just willingness to risk but to risk again and again, to function well under prolonged stress and to survive defeat and keep going.

* Capacity to Win and Hold Trust.

* Capacity to Manage, Decide, and Set Priorities.

* Confidence to take the risks that leaders take and to handle the criticism and hostility that leaders must absorb requires confidence.

* Ascendancy, Dominance, and Assertiveness. The individuals who achieve leadership roles are apt to have a fairly strong impulse to take charge. Their assertiveness doesn't necessarily conform to the stereotype of the visibly forceful leader, some are quiet and unspectacular, but whatever their outward style, their inner impulse is to leave their thumb prints on events.

* Adaptability and Flexibility of Approach. The attributes required of a leader depend on the kind of leadership being exercised, the context, the nature of followers, and so on (Lunenburg and Ornstein, 1991, p. 127).

Leadership theorists such as Fiedler and House have attempted to discover what type of leader is most effective and incorporate into their theories ways to measure effectiveness. According to Fred Fiedler in his Contingency Theory, the effectiveness of a leader in achieving high group performance is contingent on the leader's motivational system and the degree to which the leader controls and influences the situation (Lunenburg

and Ornstein, 1991). The leader's effectiveness is measured in terms of the extent to which the group accomplishes its task. Robert House's Path-Goal theory is also a contingency theory, similar to Fiedler's Contingency Theory. House believes that leader effectiveness is measured in terms of psychological states of subordinates. Leaders are effective when they enhance the acceptance, satisfaction and motivation levels of their subordinates.

Contingency theories are based on the belief that effective leadership depends on the interaction between the situation and the leader's traits and behaviors. Contingency approaches are based on the fact that effective leadership cannot be based on one factor.

It is clear that individual school and school system effectiveness is a function of leadership. Effective leadership often refers to the quality which enables an individual within a given setting to motivate and inspire others to adopt, achieve, and maintain organizational and individual goals (Guthrie and Reed, 1986). It stands to reason that in the school setting the principal, taking the role of the leader, should also act as an instructional leader. In schools where the principal takes a serious interest in the instructional program and

acts as the instructional leader, the schools are said to be effective. As an effective instructional leader, the principal gives attention to the allocation and use of instructional time. The principal ensures that teachers focus on the mastery of skills and places an abundance of attention on the pursuit of academic goals.

In a public school setting the principal has a great deal to do with a positive school climate. The effective leader understands that climate of the organization has to do with staff members' feelings about being part of an organization, the state of interpersonal relationships, the level of motive satisfaction, shared feelings of success or failure, and so on (Runkel and Schmuck, 1994). The effective leader must try to cultivate a positive school climate in order to ensure teacher job satisfaction.

Job satisfaction refers to an individual's general attitude towards one's job. A person with a high level of job satisfaction holds positive attitudes toward the job; a person who is dissatisfied with his or her job holds negative attitudes about the job. When teacher attitudes are referred to, more often than not it is in the context of job satisfaction. Often times the two

terms are used interchangeably (Robbins, 1994). The reasons principals should be concerned with their teachers' job satisfaction are threefold. First, there is a link between job satisfaction and productivity. Second, satisfaction appears to be negatively related to absenteeism and turnover. Finally, it can be argued that principals have a humanistic responsibility to provide their teachers with experiences that are challenging, intrinsically rewarding, and satisfying (Robbins, 1994).

When leadership is described as influencing others to carry out the mission of the organization and the organizational tasks, the leader's sources of power must be identified. There are five major sources of leader power, according to Raven and French, that an effective leader can choose from when leading an organization. These sources of power are: legitimate, reward, coercive, expert and referent. Legitimate power is the power that a person is entitled to because of the job title or position. Reward power occurs when the leader controls subordinates by controlling rewards such as pay, promotions and prime assignments. The leader uses coercive power by withholding rewards or offering threats of punishment. The leader gains expert power by being seen as capable and knowledgeable by the subordinates.

The last source of power that leaders have access to is referent power. Referent power refers to the ability of leaders to gain followers based on the strengths of their own personalities (Girling and Keith, 1991).

Leader effectiveness is also dependent on personal characteristics, interaction with followers, and the situation itself. There are four basic areas of research that attempt to account for leader effectiveness: (1) identification of traits, (2) influence through power, (3) analyses of behaviors, and (4) the relationship of situational variables and leadership-the contingency (Guthrie and Reed, 1986, p. 199).

Women in Education

The teaching profession was not always considered a female profession. Before the middle of the nineteenth century most formal education at the secondary level was directed primarily on male students. Events during and after the time of the Civil War precipitated an influx of women into the educational profession. In times of war there were not enough men to both teach school and fight in war. After the civil war there were no schools available in the southern states for African Americans which increased the demand for teachers. There were simply not enough men to meet the demand for teachers.

By the turn of the century the teaching profession was dominated by women but administrative positions were still held predominantly by men, a situation that continues today (Demarrais and LeCompte, 1995).

From early times teachers in America earned a low wage. Women entering the profession furthered the practice of paying teachers a low wage. They were expected to work for a lower wage than men. During the 1950s and early 1960s the numbers of women graduating from college increased dramatically; however, in all professions but teaching women found a great deal of discrimination. Women were welcomed in the teaching profession but still shut out of administration at that time.

When teachers do choose to go into administration their career paths differ drastically from career paths of their male counterparts. Males usually go directly from teaching or coaching to assistant principal, principal, or to an administrative position in the central office. On the other hand women go from a teaching position to staff positions in curriculum, to administrative positions in elementary schools and finally to the central office (Demarrais and LeCompte, 1995). In comparison, when men enter educational

administration, they generally decide to do so early in their careers. Women on the other hand do not decide to enter administration until after they have finished their Master's degrees and they have often had a five year delay for child rearing reasons (Demarrais and LeCompte, 1995).

Documenting the numbers of women in administration in the United States is difficult because the administrative job titles are not uniformed across the country. The U. S. Department of Education does not record administrative positions by sex for more than 14,000 school districts in the U.S. As nearly as can be determined however, 10.5 percent of school superintendents, 12 percent of secondary principals and 34 percent of elementary principals are women (Shakeshaft, 1993). The most recent data suggest that approximately 11 percent of superintendents, 9 percent of secondary and 43 percent of elementary principals are women (The American School Board Journal, 1996). These numbers suggests that there is no overall improvement in the percentage of women in administrative positions.

There have been countless studies published regarding the effectiveness of women in administrative positions. Through a synthesis of hundreds of studies

comparing the administrative styles and effectiveness of male and female school managers, women were found to do as well as, or better than men on the variables studied (Shakeshaft, 1993, p. 48). Women tend to adopt a more democratic leadership style. They encourage participation, share power and information, and attempt to enhance followers' self-worth. Women lead through inclusion and rely on their charisma, expertise, contacts and interpersonal skills to influence others. In contrast male administrators are more likely to use a directive command and control style. Men rely on formal authority to influence others (Robbins, 1994, p. 148). Shakeshaft's synthesis and others on the subject indicate differences in relationships, teaching, learning and community.

Compared to men, women have been shown to spend more time with people. Women communicate more, care more about individual differences, care more about teachers and marginal students and engage more in motivational activities than men do. Staffs of women administrators rate them higher, are more productive and have higher morales than staffs of male administrators.

Female school administrators also play a greater part in improvement of teaching techniques, in part, because female administrators have often spent more time in the classroom and have a greater knowledge of techniques and innovations. In schools run by women the atmosphere is more conducive to learning and student achievement scores are generally higher.

Women in administrative positions also have been shown to exhibit a more democratic participatory style. This encourages a sense of community and inclusiveness rather than exclusiveness.

If female administrators have effective leadership styles and manage schools that are more productive than their males counterparts, why do males still hold more administrative positions in a female dominated profession? Flexibility, teamwork, trust, and information sharing are replacing rigid structures, competitive individualism and control that governed the male dominated position of the past. The best leaders listen, motivate, and provide support for the staff (Robbins, 1994, p.148).

There are certain barriers that exist for women attempting to enter administration. There have been a number of studies that indicate that there are

predetermined attitudes toward women by the educational administrators who hire them. These attitudes translate into discriminatory practices when women apply for administrative positions. There are a number of documented discriminatory practices listed: word of mouth recruiting with only males, not allowing outside candidates to apply, asking biased interview questions of women, particularly questions about family responsibilities, offering women lower salaries than men and refusing to negotiate salaries with women; separating applications by sex and interviewing men by quota and not qualifications; using criteria not related to performance such as requiring a certain number of years for a particular position which screens women out; allowing men to skip steps on the career ladder but requiring women to have completed all steps; counting as leadership experiences typically male activities such as military but not counting typical female activities such as work in volunteer organizations; interviewing men who do not have the minimum educational and job requirements, but requiring women to have all the qualifications before they can be considered for an interview; having only men as interviewers and asking women how their husbands feel about them becoming administrators.

The biases against women often materialize in discriminatory practices. Often neither party realizes that this is discrimination. When women are asked if they have been discriminated against, they will say, no. If these same women, however, are given a list of discriminatory actions, they will say, that those things have happened to them (Shakeshaft, 1993).

Women lack a sufficient support system, both within the organization and within their own families. This is an additional explanation as to the underrepresentation of women in administrative positions. Women are not a part of the informal networking system that works for men. It is often referred to as "the good old boys" network. Women are not part of a network that lets them know about positions and helps them to get interviews. Within their own families women are often responsible for the majority of the homemaking and child care needs. Those who hire often feel that these responsibilities would inhibit a woman from performing her duties. When asked why they do not apply for administrative positions, women often say they feel like an administrative position would keep them from performing all their duties effectively (Shakeshaft, 1993).

Shakeshaft (1993) lists low self confidence and low self esteem as additional barriers for women. Men have a great deal of self confidence and will apply for positions for which they are not even qualified. Whereas women are usually over qualified for the positions for which they apply. The self confidence that men exhibit means that there will be more male candidates for a particular position. Women also have to interview four times as much as men before they secure a position. When a man does not get a position, he often blames outside forces and a woman blames herself by telling herself that she is not qualified. The constant rejection often causes women to give up their search for a position.

In the past women were supposedly not in administrative positions because they did not want to be. Studies now show that women do aspire to be administrators but because they believe it is impossible to attain the positions lose interest. There are some women who are not interested because they say that they entered the profession to teach. When women understand that administration takes other forms and that often female administrators incorporate teaching, learning and contact with children into their administrative duties, more women become interested. Women must see other women

in these positions in order to witness these behaviors because men are less likely to engage in these activities. Women are also less likely to complete a formal preparation program for administration. In countries where a formal preparation program is not required, there are more women in administration (Shakeshaft, 1993).

The final barrier is visibility. Men are often involved in visible activities like coaching sports and leading the marching band, in contrast to the instructional activities in which women are usually involved. Men are also asked to represent the school and as a result they are seen as already having been involved in leadership activities. Women are also taught to be more modest about their accomplishments. They often give credit to others for work they have done.

Analysis and Synthesis of the Literature

As the study of leadership is traced, it is evident that representation of women in the discussion has gone from being nonexistent to being at the forefront of the research. Women originally entered the profession in times of war when men traditionally filling the positions were scarce. Although women were allowed to hold some

teaching positions, men were still the administrators of the educational institutions. At that time, leadership was discussed in terms of the "Great Man" theory with gender being discussed as one of the traits a person needed to be a leader. Traditionally male dominated professions began to open up to women in the seventies so did the administrative positions within the educational profession.

The literature suggests that female administrators are somehow shaped by their experiences. Female administrators are often more nurturing when dealing with instructional improvement and are more considerate of their teachers and their opinions. Much of the data was obtained through both surveys and interviews of teachers and administrators both male and female. Comparing human resource or personnel data was used to determine the numbers of males and females who hold both teaching and administrative positions within school systems. The methodologies seem to be most prevalent and will also be employed in this study.

Summary

Leadership has been studied throughout the ages. The study of leadership has changed and evolved throughout the years. The aspects of leadership study have moved from an exploration of traits, to styles, to behaviors, to situations and contingencies.

The literature review revealed that researchers in the area of women in leadership conclude that women are effective principals. Women are as effective and often more effective than their male counterparts in administrative positions. Women often possess a successful combination of leadership characteristics which incorporate a democratic style of leadership that includes teacher participation in decision making. Women are usually better instructional leaders in the school setting because of the career paths to which they are relegated. Women face certain barriers on their way to administrative positions. Women are often subjected to discriminatory actions and do not even realize that what they are experiencing is discrimination.

Women are underrepresented in administrative positions in the educational settings; even though, education is a female dominated profession. It is

necessary to study how leadership styles of male and female principals impact teachers' perceptions of effectiveness. Understanding how gender interacts in the management of schools will help to improve that management as well as providing equal access for both females and males to administrative positions (Shakeshaft, 1993, p. 61).

In Chapter Three the theoretical framework for the study is presented. The dependent and independent variables are listed and defined. Finally, the Null Hypotheses and limitations of the study are stated.

CHAPTER III

THEORETICAL FRAMEWORK

The purpose of this study was to investigate the differences in male and female leadership styles, according to the Leadership Ability Evaluation (LAE), and the relationship to the teachers' perceptions of effectiveness, according to the Instructional Leadership Evaluation and Development Program (ILEAD). The intent of this chapter is to list and give operational definitions to the variables in the study. The purpose of this chapter is twofold: first, to determine the relationships and differences among the variables, and second to examine the effects that the independent variables, leadership styles, have on the dependent variables, the teachers' perceptions of effectiveness.

The study investigated whether male and female principals have different leadership styles, if there is a relationship between the principals' leadership styles and the teachers' perceptions of effectiveness and if there is a difference between male and female leadership

styles and teachers' perceptions of effectiveness. The principal's leadership style is considered as a component of the social system.

Presentation and Definition of the Variables

Independent Variables

The independent variables in this study are the leadership styles of the principals. The leadership styles were determined by the Leadership Ability Evaluation (LAE). The LAE assesses the decision making pattern of an individual when he or she functions as a leader. The four modes measured by the LAE are described below.

1. Laissez Faire (LF)- a decision pattern centered on individual and independent group members. The leader exercises a minimum influence on the others, but is always available to group members in the role of an advisor.
2. Democratic-Cooperative (DC)- a decision mode centered on parliamentary procedure. The main concept of the leader is to emphasize the will of the group or the individual involved; the leader retains the dual role of leader and group member.
3. Autocratic-Submissive (AS)- a decision pattern

centered on a resource person, expert, or committee. The leader emphasizes the use of advisors and resource persons.

4. Autocratic-Aggressive (AA)- an ego - centered leader decision mode. The leader alone makes action decisions. Group objectives and action plans are released bits at a time to the individual members for their parts in the action, as required.

Dependent Variables

The Dependent Variables in the study are the teachers' perceptions of the principals' effectiveness. The teachers' perceptions of the principals' effectiveness was determined by the Instructional Leadership Evaluation and Development Program (ILEAD), Form T. Form T is designed to assess the instructional leadership effectiveness, job satisfaction and commitment, and school culture or climate from the teachers' perspectives. Each scale measured by the (ILEAD) is described below.

1. Defines Mission - the scales measure whether or not a school climate exists in which administrators regularly discuss school goals, purposes, and mission with staff.

2. Manages Curriculum - the scale measures the climate in which administrators provide the information teachers need to plan their work effectively.

3. Supervises Teaching - characterized by a climate in which administrators spend time working on teaching skills with teachers, observing classes, and encouraging staff.

4. Monitors Student Progress - the scales describe whether the faculty and staff view the administrator as having student progress as a top priority.

5. Promotes Instructional Climate - a scale which measures whether or not the administrator is described as one that tends to encourage teachers to try out new ideas.

6. Satisfaction - this scale includes items that correspond to major facets of job satisfaction identified in the research literature: satisfaction with work itself, with pay, with promotion, with supervision, and with co-workers.

7. Commitment - a scale which measures acceptance of and loyalty to the school.

8. Strength of Commitment - a scale which measures the extent staff feel they know what the school stands for.

9. Accomplishment - a scale which measures whether the school is perceived as emphasizing excellence and quality in what it does, administrators are extremely supportive of teachers who try new ideas and are innovative in their problem solving.

10. Recognition - a scale which measures whether or not teachers feel that they are treated as adults and productivity is very visibly rewarded.

11. Power - a scale which measures whether or not teachers rate the school's climate as being one that places considerable emphasis on competition.

12. Affiliation - a scale which measures whether teachers consider the school's climate to be one of trust and respect.

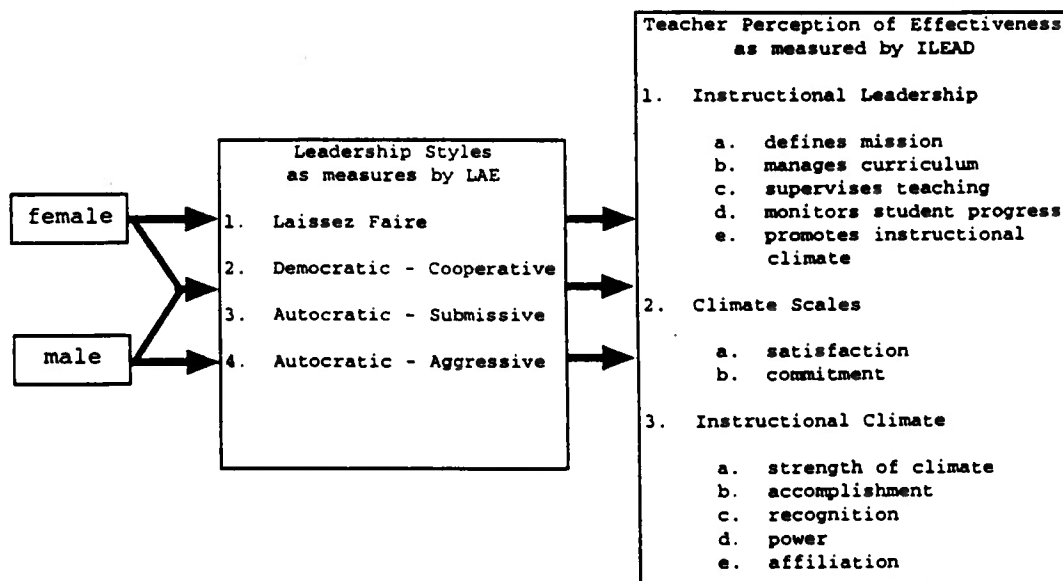
Relationship Among the Variables

The proposed interrelationship of the variables can be analyzed in terms of the conceptual model of the school as a social system, as explained by Getzel and Guba (Lunenburg and Ornstein, 1991). Getzel and Guba's model of a social system can be used to explain any organization. The Social Systems Model consists of organizational variables and individuals who function within the organization. Leadership is a combination of

people, roles, and facilities needed to achieve the goals of the organization. The principal's leadership style is influenced by his or her gender and role experiences. In turn the principal's leadership style is shaped and the principal's leadership style may influence the teachers' perceptions of his or her effectiveness. Finally, the study seeks to ascertain the differences between males and females leadership styles and the teachers' perceptions of effectiveness. The conceptualization of the framework for this study is presented in Figure 1.

FIGURE 1

RELATIONSHIP AMONG THE VARIABLES



Null Hypotheses

In an attempt to answer the research questions, the following hypotheses were tested. Administrators' effectiveness was measured by the Instructional Leadership Evaluation and Development Program (ILEAD). The principals' leadership style was measured by the Leadership Ability Evaluation (LAE).

Hypothesis 1. There is no significant difference between the leadership styles of male and female principals.

Hypothesis 2. There is no significant relationship between the principal's leadership style and the teachers' perceptions of effectiveness.

Hypothesis 3. There is no significant difference between the leadership style of male principals and the relationship to the teachers' perceptions of effectiveness and the leadership style of female principals and the relationship to the teachers' perceptions of effectiveness.

Limitations of the Study

Several limitations need to be taken into account when analyzing the results of the study. The sample of schools was selected from a single urban school system in Georgia. Though findings are specific for the Fulton County Schools population, they may apply to other urban districts with similar demographics.

The study relies heavily upon the perceptions of teachers. Evidence of the principals' effectiveness was obtained through the use of an instrument used to measure the effectiveness of the principal as perceived by the teacher as opposed to the principals' supervisors' evaluation.

It is assumed that the teachers who participated responded openly, honestly and without bias concerning their perceptions about their principals' effectiveness. The same honesty was expected from the principals regarding their reactions in certain situations in order to determine leadership style. Additionally, it is assumed that the participants were an adequate representation of the population that exists within the Fulton County School System.

Summary

The purpose of this chapter was to describe the variables and their relationship to one another. The suggested relationship implies that gender assists in shaping the leadership style of the principal. In turn there is a relationship between the leadership style of the principal and the teachers' perceptions of effectiveness.

Chapter 4 contains the methods and procedures. This chapter explains the research design, description of the setting, sampling procedures, and description of the instrument.

CHAPTER IV

METHODS AND PROCEDURES

Introduction

The purpose of this study was to investigate the differences in male and female leadership styles, according to the Leadership Ability Evaluation (LAE), and the relationship to the teachers' perceptions of effectiveness, according to the Instructional Leadership Evaluation and Development Program (ILEAD). The purpose of this chapter is to describe the methods and procedures used in the study. The instruments used to collect the data are described in detail, as well as the method for collection. The validity and reliability of both the Leadership Ability Evaluation (LAE), and the Instructional Leadership Evaluation and Development Program (ILEAD) are discussed. This chapter also includes the statistical procedures for analyzing the data.

Research Design

This study is quantitative in nature. The data were collected by having the participants to fill out

questionnaires. The following research questions were investigated: (1) Is there a difference in male and female leadership styles? (2) Is there a relationship between the leadership style of the principal and the teachers' perceptions of effectiveness? and (3) Is there a difference between the male leadership style and the relationship to the teachers' perceptions of effectiveness and the female leadership style and the relationship to the teachers' perceptions of effectiveness? These questions were studied by using two instruments, the Leadership Ability Evaluation (LAE), was used to determine the principals' leadership style, and the Instructional Leadership Evaluation and Development Program (ILEAD) determined if teachers perceive the principal to be effective.

Description of the Setting

The study took place in the Fulton County School System, an urban system. The Fulton County School System serves Fulton County, Georgia, outside the city limits of Atlanta. Included in the district are nine cities including Alpharetta, College Park, East Point, Fairburn, Hapeville, Mountain Park, Palmetto, Roswell, Union City

and unincorporated areas in Fulton County. Fulton County School System has 60 schools, including 36 elementary, 13 middle/junior high, and 11 high schools.

The system has 36 elementary school principals, 26 of whom are female principals and 10 are male. At the secondary level, which includes middle and high schools, there are 24 principals, 12 males and 11 females. This is above the national average.

The Fulton County School System is experiencing tremendous growth. Fulton County Schools has an enrollment of approximately 60,181 students in grades Pre-kindergarten through Twelve. The system has approximately 7,000 full time employees, almost 4,000 are certified.

The student teacher ratio is as follows:
Kindergarten, 24:1 based on enrollment, Primary 1, 2, and 3, 25:1 based on enrollment, grades 4-5, 28:1 based on enrollment, grades 6-8, 30:1 based on enrollment. At the secondary level the student pupil ratio is 26:1 based on enrollment.

Sampling Procedures

Permission was requested from the research department of the Fulton County School System in order to

complete the study. Upon approval, thirty schools were randomly selected using a Fulton County School roster. Schools were divided into two categories and placed on individual slips of paper. The categories were schools with male and female principals. The schools were then selected by a drawing process. Principals were contacted and asked for permission to conduct the study in each school. At that time the principal was also asked the number of teachers on staff to determine the number of teacher questionnaires to send to each school. Ten percent of the teaching staff was surveyed. Schools needed to be selected with an even number of male and female principals. Fifteen schools with male principals and fifteen schools with female principals were selected.

Description of the Instruments

Two survey instruments were used to collect data in this study: The Instructional Leadership Evaluation and Development Program (ILEAD), and the Leadership Ability Evaluation (LAE). Principals selected were asked to complete the LAE to determine their leadership style. Ten percent of the teachers in the Fulton County schools selected completed the ILEAD to determine the teachers perceptions of the principals' effectiveness.

The first instrument is The Leadership Ability Evaluation (LAE) which measures decision pattern or social climate. The survey contains 50 items which describe situations in which the person is required to identify with the leader and as the leader, choose the decision mode which he or she believes is best for the described situation. Each item contains four multiple choice answers representing four decisions patterns or leadership styles. These decisions were described initially by Lewin and used extensively by Flanagan (Cassel and Stancik, 1982). The four modes are: Laissez Faire (LF), Democratic-Cooperative (DC), Autocratic-Submissive (AS), and Autocratic-Aggressive (AA). Five types of scores are generated from the LAE: individual scores for each of the four decision making modes and a total score. The characteristic decision making pattern for the individual is provided by the total score which is determined by using weighted scores of the four decision mode scores (LF, DC, AS, and AA). This score makes optimal discriminations between groups of outstanding leaders and typical individuals (Cassel and Stancik, 1982, p. 1).

Reliability indices were computed using data from a number of studies. A split-half procedure, corrected using the Spearman-Brown formula, was used. The total score on the LAE has reliability coefficients ranging from .711 to .911. The more experienced, more intelligent, and higher social status groups produced higher reliability coefficients. If motivation for taking the LAE is low, a significant decrease in reliability is evidenced (Cassel and Stancik, 1982, p. 6).

The LAE professes to measure the decision making pattern of an individual. One aspect of validity is concerned with the degree to which the LAE actually measures decision mode. Six research psychologists evaluated the four decision mode scores of the LAE against various social climate structures. There was agreement among all judges that the leadership patterns were incorporated into the LAE as decision mode categories (Cassel and Stancik, 1982, p. 6).

The degree to which the total score on the LAE discriminates between groups of outstanding leaders and typical individuals were also examined.

Intercorrelations between scales range from .05 to .72. Multiple point biserials R 's ranged from .296 to .780 when groups of outstanding leaders were compared to other groups (Cassel and Stancik, 1982, p. 6).

For the purposes of this study teachers were asked to complete the School Climate Inventory (Form T). This instrument was designed to assess instructional leadership behavior, job satisfaction and commitment, and school culture or climate from the teachers' perspective.

The Instructional Climate Inventory (Form T) consists of 108 short, multiple-choice statements and questions that require approximately 20-30 minutes to complete. Norms are based on data collected from 515 teachers. Approximately 33% of this sample was drawn from elementary schools, 14% from junior high (or middle) schools, and 53% from high schools.

The data on the reliability of the instrument suggest only coefficient alphas, or scales internal consistencies are provided; these appear more than adequate. Values for the scales in the present test development study range from .79 for the Strength of Culture and Satisfaction scales to .92 for the Accomplishment scale. These generally high values suggest that the Form T is reliable even for use on an individual basis.

Finally, the principal was asked to complete a demographic survey that includes only one question. The principal was asked to include his or her gender. The Instructional Climate Inventory (Form T) contains a section which provided demographic information about the teachers who participated in the study.

Data Collection Procedures

The purpose of this section is to describe the means by which the data was collected. Materials for the study were arranged into packets for each school. Materials were numerically coded to keep up with the returned surveys. Packets included surveys for the principals and teachers as well as directions. Directions in the survey packet stressed confidentiality of individual participants as well as of the school responses.

After permission was given by the individual schools, packets were forwarded to the thirty school principals. Packets contained an introductory letter with a request to forward all responses to the researcher including a return, self addressed stamped envelope. The letter of permission from the central office was also included.

Statistical Applications

The data from the LAE were analyzed by comparing the number of male and female principals who fall into the four leadership style categories, Laissez Faire (LF), Democratic-Cooperative (DC), Autocratic-Submissive (AC), and Autocratic-Aggressive (AA). An Analysis of Variance (ANOVA) was used to detect the differences that exist between leadership styles of male and female principals.

In order to determine the relationship between the leadership style of the principal as measured by the Leadership Ability Evaluation (LAE) and the teachers' perceptions of effectiveness as measured by the Instructional Leadership Evaluation and Development Program (ILEAD) the Pearson Product Moment Correlation was used.

Finally, in order to determine if there is a difference between the male leadership style of principals, as measured by the Leadership Ability Evaluation (LAE) and the relationship to the teachers' perceptions of effectiveness as measured by Instructional Leadership Evaluation and Development Program (ILEAD) and the female leadership style of principals, as measured by the Leadership Ability Evaluation (LAE) and the

relationship to the teachers' perceptions of effectiveness as measured by Instructional Leadership Evaluation and Development Program (ILEAD) T - tests were utilized. The Statistical Package for the Social Sciences (SPSS) was used to run the statistics.

Summary

The purpose of this study was to examine the teachers' perceptions of the principal's effectiveness. The study compared how the leadership styles of both the male and female principals affect the teachers' perceptions of their effectiveness. This chapter contains a description of the methods employed for the study. Emphasis in this chapter is placed on the instrumentation, description of subjects and procedures for gathering data.

Chapter 5 includes the analysis of data. The tables containing the data are presented and explained.

CHAPTER V

ANALYSIS OF THE DATA

This chapter presents the analysis of data. The purpose of the study was to investigate the differences in the male and female leadership styles of principals and the relationship to the teachers' perceptions of effectiveness.

In order to determine leadership style, fifteen male and fifteen female principals were surveyed using the Leadership Ability Evaluation (LAE). The Leadership Ability Evaluation (LAE) leadership styles are as follows: Laissez Faire (LF) a decision pattern centered on individual and independent group members. The leader exercises a minimum influence on the others, but is always available to group members in the role of an advisor. The T behind each score represents the total weighted score for each decision making mode or leadership style.

Principals who receive scores higher than (raw score 13) 60T are suggested to display excessive dependence upon group members for arriving at decisions. Scores lower than (raw score 4) 40T represent too little dependence upon group members for arriving at decisions on the Laissez Faire (LF) scale.

Democratic-Cooperative (DC) a decision mode centered on parliamentary procedure. The main concept of the leader is to emphasize the will of the group or the individual involved; the leader retains the dual role of leader and group member. On the Democratic-Cooperative (DC) scale, scores above (raw score 31) 60T suggest excessive cooperation by the leader, scores below (raw score 20) 40T suggest too little cooperation.

Autocratic-Submissive (AS) a decision pattern centered on a resource person, expert, or committee. The leader emphasizes the use of advisors and resource persons.

The Autocratic-Submissive (AS) scale suggest that scores above (raw score 11) 60T represent excessive use of resource persons; scores below (raw score 5) 40T, indicate too little use of resource persons.

Autocratic-Aggressive (AA) an ego centered leader decision mode. The leader alone makes action decisions. Group objectives and action plans are released bits at a time to the individual members for their parts in the action, as required. On the Autocratic-Aggressive (AA) scale a score of above (raw score 7) 60T suggest excessive use of leader dominated thinking: scores below (raw score 1) 40T, represent too little use of leader dominated thinking. On the Autocratic-Aggressive scale all raw scores are multiplied by 0 to determine a weighted score. This means all Autocratic-Aggressive scores are 0 and generate 0 for the data. The Autocratic-Aggressive Scale is used as a modifier on the survey.

The LAE scores are interpreted as follows: Scores between 40T-60T represent the typical or normal leader. The total scores are the most important single indicator of acceptable or unacceptable leadership patterns, the decision mode scores provide valuable insight into an individual's decision pattern.

The following tables display the overall scores of the male and female principals on the Leadership Ability Evaluation. Table 1 describes the mean, median, and standard deviation for three of the four leadership

styles, Laissez Faire, Democratic-Cooperative, and Autocratic-Submissive, and the total score. All participants answering any question with an Autocratic-Aggressive response received a score of zero. As a result of this scoring process all Autocratic-Aggressive data receives a score of zero. Table 2 describes the identical data for female principals.

Table 1

Male Principals' Leadership Style As Measured by LAE

<u>Leadership Styles</u>	<u>Mean</u>	<u>Median</u>	<u>Std Dev</u>
LF	66.267	63.000	43.704
DC	26.267	29.000	7.805
AS	29.867	28.000	21.902
AA	.000	.000	.000
<u>Total</u>	<u>12.200</u>	<u>11.000</u>	<u>3.256</u>

Table 2

Female Principals' Leadership Style As Measured by LAE

<u>Leadership Styles</u>	<u>Mean</u>	<u>Median</u>	<u>Std Dev</u>
LF	44.333	49.000	22.554
DC	29.933	31.000	5.457
AS	33.067	32.000	17.790
AA	.000	.000	.000
<u>Total</u>	<u>10.800</u>	<u>11.000</u>	<u>1.781</u>

The following table (Table 3) is a presentation of the data collected in order to analyze Hypothesis 1. There is no significant difference between the leadership styles of the male and female principals. An Analysis of Variance (ANOVA) was used in order to determine whether male and female leadership styles differ. When the F Ratio 2.1349 is less than the value on the F-Distribution table (table value 4.20) the Null Hypothesis is accepted.

Table 3
 Analysis of Variance
 Differences Between Gender and Leadership Style,
 As Measured by LAE

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Grps	1	14.7000	14.7000	2.1349	.1551
Within Grps	28	192.8000	6.8857		
Total	29	207.5000			

Hypothesis 2. There is no significant relationship between the principal's leadership style and the teachers' perceptions of effectiveness. The Pearson Product Moment Correlation was used to conclude if there is a relationship between the leadership style of the principal and the teachers' perceptions of effectiveness. Table 4 shows a positive correlation between the teachers' perceptions of effectiveness and the principals' mean scores on the Autocratic-Submissive and the Democratic-Cooperative scales and a negative correlation exists between the teachers' perceptions of effectiveness and the principals' mean scores on the Laissez Faire scale. A negative correlation exist between the Autocratic-Submissive scale and both the Democratic-Cooperative and the Laissez Faire scale. There is also a negative correlation between Laissez Faire and Democratic-Cooperative. The correlation coefficient range is -1 - $+1$. The higher the score or closer the number is to $+1$ the more positive the correlation. Table 4 shows that leadership styles rank in order of teacher preference or the style that teachers perceive most effective from Democratic-Cooperative, Autocratic-Submissive to Laissez Faire being the least

effective from the teachers' perception. All raw scores for the Autocratic-Aggressive scale are zero so there is no data for that scale. Relationships exists but the relationships are not significant because the p-values are higher than the .05 level of significance. Hypothesis 2 is accepted.

Table 4

Relationship Between Leadership Style, as measured by LAE
and Teachers' Perception of Effectiveness, as measured by
ILEAD

Correlation Coefficients				
	AA	AS	LF	DC
EFF				
AA	-			
AS	. (30) P=.	-		
LF	. (30) P=.	-.5276* (30) P=.003	-	
DC	. (30) P=.	-.4922* (30) P=.006	-.2673* (30) P=.153	-
EFF	. (30) P=.	.0827* (30) P=.664	-.3103* (30) P=.095	.2712* (30) P=.147

Hypothesis 3. There is no significant difference between the leadership style of male principals and the relationship to the teachers' perceptions of effectiveness and the leadership style of female principals and the relationship to the teachers' perceptions of effectiveness. T-tests were used in order to determine if differences exists. Table 5 shows that there is no significant difference between female leadership styles and teachers' perceptions of effectiveness and male leadership styles and teacher perception of effectiveness. This can be determined by comparing the t-value on Table 5 which is 186.000 with the t-values from the Table of t-values which is 2.048. The t-value is greater than the table value therefore Hypothesis 3 is accepted.

Table 5

T - Tests for Paired Samples
 Gender, Effectiveness, as measured by ILEAD and
 Leadership Styles, as measured by LAE

Variables	Number of pairs	corr	2-tail sig	Mean	SD
Tot Eff	30	-.266	.155	614.0665	16.844
LS Tot				11.5000	2.675

t - value	df	2 - tail Sig
186.00*	29	.000

Summary

This chapter presented the data gathered in the Fulton County School System from thirty school principals, fifteen male and fifteen female and ten percent of the teachers in each of the randomly selected schools. Hypotheses 1-3 were presented and analyzed. Hypotheses 1-3 were accepted. A statistical explanation was given to describe how each conclusion was drawn.

In Chapter 6 the findings, conclusions, implications and recommendation are discussed. There is a summary of the entire study.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The focus of this study was to investigate the differences between male and female leadership styles and the relationship to teachers' perceptions of effectiveness. The findings of the study support the findings in the literature. As a result of the three hypotheses tested and the data gathered the following findings are summarized.

Findings

There is no significant difference between the leadership styles of the male and female principals. When situations were described, male and female principals in both groups chose similar solutions. The data also showed that there is a correlation between a principal's leadership style and the teachers' perceptions of effectiveness. Teachers detect differences in leadership style and these differences lead them to believe that the Democratic-Cooperative

leader is the most effective, followed by the Autocratic-Submissive leader. Teachers perceive the Laissez Faire leader to be least effective. A determination cannot be made for the Autocratic-Aggressive leader based on the data. Relationships exists between the principal's leadership styles and the teachers' perception of effectiveness but the relationships are not significant.

Finally, the data showed that there is no significant difference between female leadership styles and teachers' perceptions of effectiveness and male leadership styles and teachers' perceptions of effectiveness. Teachers do not detect a difference between gender and leadership style.

Conclusions

Based on the data several conclusions can be reached. Hypothesis 1. There is no significant difference between the leadership style of the male and female principals, as measured by the Leadership Ability Evaluation. Hypothesis 1 was accepted. The acceptance of Hypothesis 1 means that overall there is not a significant difference between the male and female

principals' leadership style. There is not a disparity between the types of decisions that men and women would make when faced with a certain situation.

Hypothesis 2. There is no significant relationship between the principal's leadership style and the teachers' perceptions of effectiveness. Hypothesis 2 is accepted. This finding leads to several conclusions because although the findings are not significant relationships do exist between the principal's leadership style and the teachers' perception of effectiveness. Principals responding with an Autocratic-Submissive decisions are seen by teachers in a positive light. There is an even higher positive correlation between principals with Democratic-Cooperative responses and teacher perceptions of effectiveness. Finally, there is a negative relationship between the Laissez Faire decisions and teacher perceptions of effectiveness. In short teachers perceive Democratic-Cooperative principals to be most effective, distantly followed by Autocratic-Submissive principals. Teachers perceive Laissez Faire principals to be ineffective or the least effective of the leadership styles as shown by the negative

correlation. Principals receive raw scores of zero for Autocratic-Aggressive responses which means there is no data on teachers' perceptions of the Autocratic-Aggressive leader.

Hypothesis 3. There is no significant difference between the leadership style of male principals and the relationship to the teachers' perceptions of effectiveness and the leadership style of female principals and the relationship to the teachers' perceptions of effectiveness is accepted. This finding means there is no relationship between gender, leadership style, and teachers' perceptions of effectiveness. This would suggest that teachers do not base their perceptions of effectiveness on gender.

Comparing the results of all three hypotheses would suggest that teachers base their perceptions of effectiveness on leadership style, and when principals are perceived ineffective or less effective it has nothing to do with gender. Teachers would rather have a Democratic-Cooperative followed by a Autocratic-Submissive leader regardless of gender. Teachers perceive a Laissez Faire leader to be less effective than the preceding.

Implications

Certain implications can be made based on the findings. Leadership styles are not based on the gender of the principal. Male and female principals make similar decisions when faced with similar situations. Based on this study personnel representatives can make more female appointments to principalships with confidence knowing that male and female principals seem to have similar decision making patterns and therefore similar leadership styles.

It can also be implied that if given a choice teachers would prefer to have a principal who is a Democratic-Cooperative leader followed by a Autocratic-Submissive Leader. Teachers would, however, not choose to be led by a Laissez Faire principal. Based on the way the instrument is scored it is impossible to determine teachers' perceptions of the Autocratic-Aggressive leader.

Finally, when gender, leadership styles, and teachers' perceptions of effectiveness were compared there is no significant difference which means teachers do not base their perceptions of effectiveness on gender. Teachers would rather have a leader with a certain leadership style regardless of the gender of the person.

Recommendations

As a result of the evidence presented in this study, it is recommended that school systems attempt to encourage women to aspire to administrative positions. Staff development departments can be fundamental in providing training experiences for women. Women should be assisted in making appropriate career choices. If women recognize the ways in which their teaching preparation can be useful in administrative capacities, they may opt for alternative positions. If women believe they have a chance to secure administrative positions they may be more willing to enter preparation programs for administration and supervision. This can be achieved by the active recruitment of women.

Personnel Departments should incorporate a system to determine the leadership styles of prospective principals into their selection process. Since it is obvious that teachers perceive a certain type of leader to be more effective, school systems should appoint more principals with the Democratic-Cooperative leadership style. When teachers perceive principals to be effective, they are more likely to have positive feelings towards their job

and possibly be more productive. A positive productive work environment can translate into school reform, innovative programs, and higher test scores.

School systems should appoint more females to principalships to keep the percentage of female principals proportionate with the number of female teachers which would create an equitable system. School systems must recognize and admit the discrepancy between the numbers of female teachers and female administrators. According to the results of this study and the literature men and women have an equal ability to act in administrative capacities. There is no documented reason why men should be appointed more quickly than women to administrative positions.

There are no significant differences in male and female leadership styles. The problems lie within the school systems' hiring practices and perhaps the perceptions of those already in hiring positions. Further study should investigate the perceptions of those in hiring positions.

Additional study may be conducted by comparing the success rates of principals who have been regular classroom teachers and those who were promoted from

coaching positions. It would be helpful to detect if differences exists between the success rates of the two groups.

Summary

The goal of this study was to investigate the differences between the leadership styles of male and female public school principals and the relationship to teachers' perceptions of effectiveness. The study determined that there is no significant difference between the leadership styles of men and women. It was also proven that teachers perceive certain leadership styles to be more effective than others. There is no significant difference when male and female leadership styles were compared to teachers' perceptions of effectiveness. This indicates that teachers base their perceptions on leadership style and not on gender. The inconsistency that exists between the number of female teachers and principals is not based on a documented deficiency. This inconsistency exists because of the gender inequities that exist within our society. Until women possess equality throughout society, they will be unable to possess equality in the profession that they dominate.

APPENDICES

APPENDIX A

ILEAD Information Letter



MetriTech, Inc.

March 5, 1997

Muriel Horne
2165 Rugby Avenue, #115
College Park, GA 30337

Dear Ms. Horne:

Thank you for your phone call and interest in our products. If you decide to use one of our assessments, please send me additional information regarding your proposed study. For our records, please provide me with the following:

- 1.) Department and University where you are a Ph.D. candidate.
- 2.) Title of dissertation.
- 3.) Brief summary of research and proposed use of assessment.
- 4.) Anticipated completion date of dissertation.

If you require any material from our office (i.e., test booklets), please request that at the same time. In addition, if you would like to reproduce the items in another format, please describe your intent and request permission.

MetriTech, Inc. is pleased to offer scoring services free of charge to students using MetriTech products for research projects. In addition, we will supply up 200 test booklets and answer sheets for your project. Additional test booklets may be purchased at .20 per booklet, and additional answer sheets may be purchased at .10 per answer sheet.

If you have any questions, please feel free to phone me at 1-800-747-4868.

Sincerely,

A handwritten signature in cursive script that reads "Tricia Lemons".

Tricia Lemons
Customer Service

TLpc

APPENDIX B

Request To Conduct Research Form

Fulton County Board of Education
786 Cleveland Avenue, SW
Atlanta, Georgia 30315

82

RESEARCH STUDY REQUEST

REQUESTING PERSON(S)

Name Muriel T. Horne Title/Agency Clark Atlanta University
404
Address 2165 Rugby Ave. #115 Office Phone 768-6808 Fax Phone _____
City/State College Park, GA Zip Code 30337

DESCRIPTION OF STUDY

Title THE DIFFERENCES BETWEEN THE LEADERSHIP STYLES OF MALE AND FEMALE
PUBLIC SCHOOL PRINCIPALS AND THE RELATIONSHIP TO TEACHERS'
PERCEPTIONS OF EFFECTIVENESS

Purpose/Objectives

Beginning Date ASAP Completion Date TWO WEEKS FROM START DATE
Interim Report Date _____

INFORMATION REQUIRED

Please provide an attachment to answer the following questions. Also, attach a summary of the research proposal, if available.

- A. How much school time will be involved for staff research?
Staff will be asked to complete questionnaires at their convenience.
- B. Number of students needed and particular characteristics (boy, girl, age, etc.).
NA
- C. Information needed for individual students.
NA
- D. What are space/room requirements?
- E. Will school supplies/equipment be required?
NA
- F. Will financial support be requested from the Fulton County Board of Education?
NO

- G. How will teachers be required to help in the study (function and time)?

Teachers will be asked to complete a survey which should take no longer than 15 minutes. (10 % of teachers in schools that participate)

- H. How will other school personnel be involved in the study (function and time)?

Principals will also be asked to complete a survey which should take no longer than 15 minutes.

- I. What data will be collected? (Specify names of commercially-available tests and attach copies of researcher-developed instruments.)

The Leadership Ability Evaluation
The Instructional Leadership Evaluation and Development Program

- J. What methods of data analysis will be used?

Two-Way ANOVA, Pearson Product Moment Correlation, Point Biserial Coefficient of Correlation and t-test

- K. How will parental consent be obtained (if appropriate)?

NA

- L. How will human subjects be protected in view of the Family Rights and Privacy Act?

Schools will be identified by numerical code and teachers will not be identified at all.

RESULTS

Do you agree to provide a copy/summary of the completed study to the Fulton County Board of Education?

YES

Richard Y. Holder

Signature

4-1-97

Date

Please return to:

Richard Holder, Executive Director
Planning, Research and Development
Fulton County Board of Education
786 Cleveland Avenue, SW
Atlanta, Georgia 30315
(404) 763-6854
(404) 763-6853 Fax

APPENDIX C

Letter - Request To Conduct Research



School of Education

CLARK ATLANTA UNIVERSITY

85

Muriel T. Horne
2165 Rugby Avenue #115
College Park, GA 30337
April 1, 1997

Mr. Richard Holder, Executive Director
Planning, Research and Development
Fulton County Board of Education
786 Cleveland Avenue, SW
Atlanta, Georgia 30315

I am writing to request permission to conduct a research study to complete my dissertation in Fulton County Schools. I am an Ed. D. candidate at Clark Atlanta University in Atlanta, Georgia. The study would take about 20 minutes of time from each of the participants. I would need 30 principals, 15 male and 15 female principals to fill out surveys, as well as 10 % of the teaching staff at each school that participates. The study does not require any information or time from students and I am not requesting any financial support or space from Fulton County Schools.

The title of my dissertation is "The Differences Between The Leadership Styles of Male and Female Public School Principals and The Relationship to Teachers' Perceptions of Effectiveness". In my study my intent will be to determine the differences in the leadership styles of male and female principals and the relationship to the teachers' perception of effectiveness. The study will investigate how certain aspects of leadership style: laissez faire, democratic - cooperative, autocratic - submissive, and autocratic-aggressive, as measured by Leadership Ability Evaluation (LAE), impact how effective the teacher perceives the principal to be, as measured by the Instructional Leadership Evaluation and Development Program (ILEAD).

My anticipated date of graduation is December 1997 however, I hope to be finished with my dissertation by the end of the summer or sometime in September. I will send Fulton County a copy of my dissertation at that time.

I have provided a copy of the proposal as well as the instruments to be used and I believed that I have answered all the necessary questions. If you need any additional information please feel free to call me at 404-768-6808.

Sincerely,

A handwritten signature in cursive script that reads "Muriel T. Horne".

Muriel T. Horne

APPENDIX D

Response To Request To Conduct Research



BOARD OF EDUCATION
 KAREN J. WEAVER, PRESIDENT
 LINDA P. BRYANT, VICE-PRESIDENT
 ZENDA J. BOWIE
 JEANNETTE BRAJNE-SPERRY
 JANET E. FORBES
 RON JACKSON
 FRANK C. LAMBERT

STEPHEN D. DOUNGER, Ed.D., SUPERINTENDENT

April 14, 1997

Muriel T. Horne
 2165 Rugby Avenue, #115
 College Park, GA 30337

Dear Ms. Horne:

The research committee for Fulton County Schools has reviewed your request to conduct a study entitled: *"The Differences Between the Leadership Styles of Male and Female Public School Principals and the Relationship of Teachers' Perceptions of Effectiveness"*. I am pleased to inform you that your request has been approved. If you need any further assistance, please call my office at (404) 763-6854.

Sincerely,

Richard J. Holder
 Executive Director
 Planning, Research & Policy

APPENDIX E

Follow - Up and Instruction Letter To The Principal



School of Education

CLARK ATLANTA UNIVERSITY

89

Muriel T. Horne
2165 Rugby Avenue #115
College Park, GA 30337
April 16, 1997

I am writing this letter in reference to our telephone conversation regarding my research study. I appreciate your agreeing to participate in my study. This study is necessary for the completion of my degree.

There are several things included in this packet: a copy of the approval letter from the Fulton County Schools central office, Department of Research, Planning, and Evaluation; surveys, one to be completed by you and surveys for ten percent of your teaching staff; and a self addressed stamped envelop for you to return the data to me. Will you pass the surveys out to the teachers in your school, each survey is labeled teacher survey or principal survey, and ask the teachers to return them to you as soon as possible. I am asking that all surveys be mailed to me by April 25, 1997.

All responses will be completely confidential. The packets have been numerically coded and once your packet has been returned your number will be scratched off the list and all the surveys will be put together. If I do not receive your packet by April 28, 1997 then the number will be matched to the name of your school to determine which packets have not been returned. At that time I will telephone to remind you to return them. As soon as they are returned to me they will be stacked together and I and no one else will know which responses come from which schools.

I believe the instructions are easy to follow. On the cover of your survey please do not answer any of the demographic information, except gender. If you have any questions or need any additional information do not hesitate to contact me. Again I would like to thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Muriel T. Horne".

Muriel T. Horne

APPENDIX F

Note of Instruction To The Teacher



School of Education

CLARK ATLANTA UNIVERSITY

91

Dear Teacher,

I am a doctoral candidate at Clark Atlanta University completing research for my dissertation. Enclosed is a survey that will help me to complete my study. All the data will be kept strictly confidential. Please complete the survey with a #2 pencil, place it in the sealed envelop and return it to your principal as soon as possible. I have asked your principal to mail the packet of surveys to me by April 25, 1997. Your cooperation is essential to the completion of my studies and it will be much appreciated.

Sincerely,

A handwritten signature in cursive script, reading "Muriel T. Home".

Muriel T. Home

APPENDIX G

Request For Use of Instrument

Muriel T. Horne
2165 Rugby Avenue #115
College Park, GA 30337
March 22, 1997

Ms. Tricia Lemons / Customer Service
MetriTech, Inc.
4106 Fieldstone Road / P. O. Box 6479
Champaign, IL 61826-6479


Dear Ms. Lemons:

This correspondence is in references to a phone conversation I recently had with you. I am interested in using on of your instruments. I want to use the Instructional Climate Inventory, Form T. I have enclosed a check for \$36.50. Will you please send me 300 copies of the instrument and answer sheets. As per our conversation this should cover 100 booklets at .20 per booklet and answers sheets at .10 per answer sheet, plus postage and handling for those test plus the 200 free tests.

I am an Ed. D. candidate at Clark Atlanta University in Atlanta, Georgia. The title of my dissertation is "The Differences Between The Leadership Styles of Male and Female Public School Principals and The Relationship to Teachers' Perceptions of Effectiveness". In my study my intent will be to determine the differences in the leadership styles of male and female principals and the relationship to the teachers' perception of effectiveness. The study will investigate how certain aspects of leadership style: laissez faire, democratic - cooperative, autocratic - submissive, and autocratic- aggressive, as measured by Leadership Ability Evaluation (LAE), impact how effective the teacher perceives the principal to be, as measured by the Instructional Leadership Evaluation and Development Program (ILEAD).

My anticipated date of graduation is December, 1997 however I hope to be finished with my dissertation by the end of the summer, sometime in September. I would appreciate it if you would send me the 300 instrument as soon as possible to the above address. If you need any additional information please feel free to call me at 404-768-6808.

Sincerely,



Muriel T. Horne

APPENDIX H

Response From MetriTech



4106 Fieldstone Road • P.O. Box 6479 • Champaign, Illinois 61826-6479 • (217) 398-4868 • FAX (217) 398-5798

MetriTech, Inc.

March 31, 1997

Muriel Horne
2165 Rugby Avenue, #115
College Park, GA 30337

Dear Ms. Horne:

Permission to use the Instructional Climate Inventory in your research is hereby granted, provided the following conditions are met:

All materials and services provided for your study are copyrighted by MetriTech, Inc., and/or represent trade secrets of MetriTech, Inc. You agree that you will not directly or indirectly disclose or use at any time, either during or subsequent to the completion of this project, any such trade secrets without the express written consent of MetriTech, Inc. At the completion of the project, you agree to return or destroy any copies of such materials.

We would like to receive a copy of your findings and your interpretations of the results. This could be in the form of a copy of your dissertation or pertinent chapters of the dissertation. In addition, when you return the completed answer sheets for processing, we will retain a copy of the *ILEAD* item data so that it can be added to the *ILEAD* data base.

Test materials may not be bound in dissertations and placed in libraries.

Please sign, date, and return one copy of this letter indicating your acceptance of these conditions.

If you have any questions about these requests, please feel free to phone me and we can discuss them.

Good luck with your research.

Sincerely,

Tricia Lemons
Customer Service

TL:pc

APPENDIX I

Request For Instrument Scoring

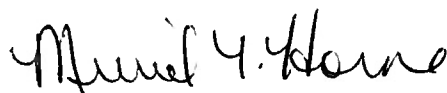
Muriel T. Horne
2165 Rugby Avenue #115
College Park, GA 30337
May 6, 1997

Ms. Tricia Lemons
MetriTech, Inc.
4106 Fieldstone Road
P. O. Box 6479
Champaign, IL 61826-6468

Dear Ms. Lemons:

Enclosed are the answer sheets for the study I am conducting. I am sending them to MetriTech to be scored. The answer sheets are divided into two major groups. I have given them identification numbers to separate the groups. I am measuring perceptions of teachers in schools with male principals and schools with female principals. All the even numbers are tests from schools with female principals and all the odd i.d. numbers are from schools with male principals. I would also like to have the results of the tests from each individual school. The tests are divided in that manner. If you have any questions please call me. I trust that you realize the importance of the results to me and I hope to have them returned to me as soon as possible.

Sincerely,

A handwritten signature in black ink that reads "Muriel T. Horne". The script is cursive and fluid, with the first name "Muriel" being more prominent than the last name "Horne".

Muriel T. Horne

Muriel T. Horne
404-768-6808

APPENDIX J

Response To Scoring Request



4106 Fieldstone Road • P.O. Box 6479 • Champaign, Illinois 61826-6479 • (217) 398-4868 • FAX (217) 398-5798

MetriTech, Inc.

May 16, 1997

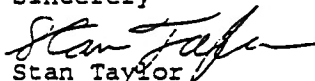
Muriel T. Horne
2165 Rugby Avenue #115
College Park, GA 30337

Dear Ms. Horne:

Enclosed are the ICI_T data that you submitted. The printouts contain data on each of the inventory's scales. One print out is for schools with female principals and the other printout is for schools with male principals. On the enclosed diskette are the following files: femprinc.out, malprinc.out, femprinc.dat, malprinc.dat, ICI_T.map. The .out files are identical to the printouts. The .dat files contain item responses and scale scores for each case. The .map file describes the structure of the .dat files so that further analyses can be performed with the data. The .map file does not mention it but school identification number is in columns 28-29 of the first record of each case.

If you have any questions or please feel free to contact me.

Sincerely


Stan Taylor

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